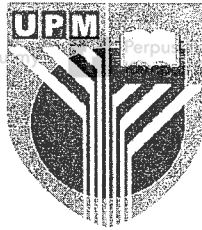




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**COGNITIVE, AFFECTIVE AND BEHAVIORAL MODEL OF
INTERNATIONAL POSTGRADUATE STUDENTS' EXPERIENCES
OF SERVICE DELIVERY IN MALAYSIAN RESEARCH
UNIVERSITIES**



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WAN SALMUNI WAN MUSTAFFA



Perpustakaan Tuanku Bainun



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**Thesis Submitted to the Graduate School of Management, Universiti Putra
Malaysia, in Fulfillment of the Requirement for the Degree of Doctor of Philosophy**

April 2015



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**COGNITIVE, AFFECTIVE AND BEHAVIORAL MODEL OF
INTERNATIONAL POSTGRADUATE STUDENTS' EXPERIENCES OF
SERVICE DELIVERY IN MALAYSIAN RESEARCH UNIVERSITIES**

By

WAN SALMUNI WAN MUSTAFFA

April 2015

Chair : Mass Hareeza Ali @ Hamid, PhD
Faculty : Graduate School of Management, UPM

Malaysia has been recognized as a higher education destination for international students. Recently, an issue of ensuring a positive service experience among international students in Malaysian public universities has gained enormous attention. The international students are viewed as the primary customers of higher education. It is important for universities to attract and retain the international students' experience to compete in the global market and enhance university ranking. Consequently, universities need to improve the international students' experience with service delivery rendered, including teaching and learning, research, and administrative. Previous research affirms that the customer experience involves three phases of human interaction, cognitive, affective and behavioral, when evaluating services. The cognitive-affective-behavioral model is often used to explain the concept of customer experience. Nevertheless, this model still does not specify the relevant variables that represent each phase of the customer experience as well as their interrelationships. Therefore, the general objective of this research is to develop a comprehensive model of customer experience by



integrating the theories and knowledge across multiple research areas, including management, consumer behavior, marketing, and higher education.

Drawing on the theoretical perspectives, the developed model illustrates that each phase of customer experience is represented by relevant variables. The cognitive phase is represented by three variables, namely service personal values (SPV), service value (SV) and service quality (SQ). The affective phase is represented by emotional satisfaction (E-SAC), and behavioral phase is represented by favorable behavioral intentions (FBI). The review of related literature has revealed that the concept of SPV and E-SAC are rarely investigated in the service context. Furthermore, the crucial role of E-SAC as a mediating variable that could enhance the relationship between the cognitive and behavioral phase has also been neglected. Although an attempt has been made to test the relationships among customer experience variables, the previous studies have rarely examined the relationships among the variables simultaneously in one model. Therefore, these limitations have generated specific interest in simultaneously testing the relationships among customer experience variables, including SPV, SV, SQ, E-SAC, and FBI, with E-SAC playing a mediating role in enhancing relationship between the customer's cognitive variables and FBI.

This research was conducted at Malaysian Research Universities, including Universiti Malaya, Universiti Putra Malaysia, Universiti Kebangsaan Malaysia, Universiti Teknologi Malaysia and Universiti Sains Malaysia. The sample included postgraduate international students (PIS). The data were gathered through online survey. The online questionnaire was randomly sent to PIS emails following the proportionate stratified sampling technique. Overall, 381 usable responses were received and used in the data analysis. The structural equation modeling (SEM) using AMOS 18.0 was performed to test the relationships among the customer experience variables. The findings revealed that the PIS' cognitive variables, including SPV, SV and SQ, lead to E-SAC, which, in turn affect their FBI. Furthermore, this research also demonstrated the mediating role of E-SAC in the relationships between the customers' cognitive levels (SPV, SV and SQ) and FBI. The research findings provide theoretical and practical implications. This

research will able to enlarge the body of knowledge in service management by developing an integrative model of customer experience with the relevant variables that cover three crucial phases of the customer interactions, including cognitive, affective and behavioral. In addition, this research indetified the concept of SPV and E-SAC that have been rarely investigated in the service context. For practical implication, the introduced variables of customer experience are able to provide a guideline for the universities to manage the service delivery from the international students' point of views.



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Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah



MODEL KOGNITIF, AFEKTIF DAN GELAGAT BAGI PENGALAMAN PELAJAR SISWAZAH ANTARABANGSA DALAM PENYAMPAIAN PERKHIDMATAN DI UNIVERSITI-UNIVERSITI PENYELIDIKAN MALAYSIA

Oleh

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April 2015

Pengerusi : Mass Hareeza Ali @ Hamid, PhD
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Malaysia dikenali sebagai destinasi pengajian tinggi bagi pelajar antarabangsa. Baru-baru ini, isu pengendalian pengalaman positif dalam penyampaian perkhidmatan dalam kalangan pelajar antarabangsa di universiti awam Malaysia telah menjadi perhatian. Pelajar antarabangsa merupakan pelanggan utama bagi industri pengajian tinggi. Ianya amat penting bagi universiti menarik dan mengekalkan pengalaman pelajar antarabangsa untuk bersaing di peringkat antarabangsa dan meningkatkan kedudukan (*ranking*) universiti. Maka, universiti perlu meningkatkan pengalaman pelajar antarabangsa dalam penyampaian perkhidmatan yang meliputi pengajaran dan pembelajaran, penyelidikan dan pentadbiran. Secara amnya, konsep pengalaman pelanggan adalah unik dan subjektif untuk diukur. Kajian lepas mengatakan bahawa pengalaman pelanggan dalam menilai perkhidmatan melibatkan tiga fasa interaksi iaitu kognitif, afektif dan gelagat. Model kognitif-afektif-gelagat sering digunakan untuk menerangkan konsep pengalaman pelanggan. Namun begitu, model ini masih lemah dalam memperincikan pemboleh ubah-pemboleh ubah yang relevan bagi mewakili setiap fasa pengalaman pelanggan dan hubungannya. Justeru, objektif umum kajian ini adalah untuk membina model



pengalaman pelanggan yang komprehensif dengan mengintegrasikan teori dan pengetahuan yang meliputi pelbagai lapangan iaitu pengurusan, gelagat pelanggan, pemasaran dan pengajian tinggi.

Berdasarkan perspektif teoritikal, model yang dibina menunjukkan setiap fasa pengalaman pelanggan adalah diwakili oleh pemboleh ubah-pemboleh ubah yang relevan. Fasa kognitif diwakili oleh tiga pemboleh ubah iaitu nilai-nilai peribadi perkhidmatan (SPV), nilai perkhidmatan (SV) dan kualiti perkhidmatan (SQ). Fasa afektif diwakili oleh kepuasan emosi (E-SAC), dan fasa gelagat diwakili oleh keinginan bergelagat yang baik (FBI). Ulasan kajian lepas mendedahkan konsep SPV dan E-SAC adalah kurang dikaji dalam konteks perkhidmatan. Tambahan pula, E-SAC berperanan sebagai pemboleh ubah mediator yang mampu meningkatkan hubungan antara pemboleh ubah fasa kognitif (SPV, SV dan SQ) dan FBI. Walaupun terdapat percubaan bagi menguji hubungan antara pemboleh ubah-pemboleh ubah pengalaman pelanggan, namun kajian lepas jarang mengukur hubungan tersebut secara serentak dan menyeluruh dalam satu model. Maka, kekurangan ini telah menjana objektif spesifik kajian untuk menentukan hubungan antara pemboleh ubah-pemboleh ubah pengalaman pelanggan iaitu SPV, SV, SQ, E-SAC dan FBI secara serentak di mana E-SAC berperanan sebagai mediator dalam meningkatkan hubungan antara pemboleh ubah fasa kognitif (SPV, SV dan SQ) dan FBI.

Kajian ini telah dijalankan di Universiti-Universiti Penyelidikan Malaysia iaitu Universiti Malaya, Universiti Putra Malaysia, Universiti Kebangsaan Malaysia, Universiti Teknologi Malaysia dan Universiti Sains Malaysia. Pelajar siswazah antarabangsa telah dipilih sebagai responden kajian. Data telah diperolehi melalui kaji selidik atas talian (*online*). Borang soal selidik atas talian telah diedar secara rawak melalui emel pelajar siswazah antarabangsa mengikut teknik persampelan berstrata. Sebanyak 381 soal selidik telah diterima dan seterusnya digunakan untuk analisis data. Teknik statistik model persamaan berstruktur (SEM) menggunakan AMOS 18.0 telah digunakan untuk menguji hubungan antara pemboleh ubah-pemboleh ubah pengalaman pelanggan. Dapatan analisis menunjukkan bahawa pemboleh ubah kognitif (SPV, SV

dan SQ) memberi kesan signifikan terhadap E-SAC, dan seterusnya memberi kesan terhadap FBI. Dapatan analisis juga membuktikan peranan E-SAC sebagai pemboleh ubah mediator yang dapat meningkatkan hubungan antara pemboleh ubah fasa kognitif (SPV, SV dan SQ) dan FBI. Dapatan kajian ini turut memberi implikasi secara teoritikal dan praktikal. Kajian ini memperkembangkan lagi ilmu pengetahuan dalam bidang pengurusan perkhidmatan dengan membina model interaktif pengalaman pelanggan beserta pemboleh ubah-pemboleh ubah yang relevan mengikut tiga fasa interaksi pelanggan iaitu kognitif, afektif dan gelagat. Kajian ini turut mengenalpasti kepentingan SPV dan E-SAC yang jarang dikaji dalam konteks perkhidmatan. Bagi implikasi secara praktikal, pemboleh ubah-pemboleh ubah yang diperkenalkan dalam kajian ini dapat dijadikan panduan kepada pihak universiti bagi mengurus penyampaian perkhidmatan mengikut kehendak spesifik pelajar siswazah antarabangsa.



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LIST OF ABBREVIATIONS

ACV	Attributes-Consequences-Values
AGFI	Adjusted Goodness-of-Fit
AMOS	Analysis of Moment Structures
APT	Association Pattern Technique
AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CR	Construct Reliability
CRM	Customer Relationship Management
CS	Customer Satisfaction
EDA	Exploratory Data Analysis
EDP	Expectancy Disconfirmation Paradigm
EFA	Exploratory Factor Analysis
E-SAC	Emotional Satisfaction
ETP	Economic Transformation Program
FBI	Favorable Behavioral Intentions
GATS	General Agreement on Trade in Services
GDP	Gross Domestic Product
GFI	Goodness-of-Fit Index
HedPERF	Higher Education Performance
HVM	Hierarchical Value Map
IBM	International Business Machines
IFI	Incremental Fit Index
IPO	Input-Process-Output
KMO	Kaiser-Meyer-Olkin

LOV	Lists of Values
MCAR	Missing Completely at Random
MEC	Means-End Chain
MI	Modification Indices
ML	Maximum Likelihood
MoHE	Ministry of Higher Education
MTMM	Multi-trait Multi-method
MYR	Malaysian Ringgit
NEAC	National Economic Advisory Council
NHESP	National Higher Education Strategic Plan
NKEA	National Key Economic Area
NNFI	Nonnormed Fit Index
OECD	Organization for Economic Cooperation and Development
PhD	Doctor of Philosophy
PIS	Postgraduate International Students
PNFI	Parsimonious Normed Fit Index
RFI	Relative Fit Index
RMSEA	Root Mean Square Error of Approximation
RMSR	Root Mean Square Residual
RU	Research University
RVS	Rokeach Values System
SDS	Service Delivery System
SEM	Structural Equation Modeling
SERPVAL	Service Personal Values
SERVPERF	Service Performance
SERVQUAL	Service Quality
SMC	Squared Multiple Correlations
SPSS	Statistical Package for the Social Sciences
SPV	Service Personal Values
SQA	Service Quality Academic Aspects
SQACC	Service Quality Accessibility

SQNA	Service Quality Non-Academic Aspects
 SQPI	Service Quality Program Issue
SQR	Service Quality Reputation
SQ	Service Quality
SVI	Schwartz Value Inventory
SVPL	Service Values to Peaceful Life
SVSI	Service Values to Social Integration
SVSR	Service Values to Social Recognition
SV	Service Value
TLI	Tucker-Lewis Index
TQM	Total Quality Management
UKM	Universiti Kebangsaan Malaysia
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UM	Universiti Malaya
UPM	Universiti Putra Malaysia
URL	Uniform Resource Locator
 USM	Universiti Sains Malaysia
US	United States of America
UTM	Universiti Teknologi Malaysia
VALS	Values and Lifestyles Systems
VAL	Consumer Value
VIF	Variance Inflation Factor
WTO	World Trade Organization
WOM	Word-of-Mouth





CHAPTER 1

INTRODUCTION

This chapter gives a brief background of customer experience issues in higher education context. The gaps that the previous research did not address adequately are also covered in the problem statement of this chapter. This chapter also discusses the research objectives, research questions, delimitation, scope of the research, significant of the research, and definition of terms and concepts.

1.1 The Background of the Research

In today's global knowledge economy, the internationalization of higher education is viewed as a crucial indicator for the universities to obtain recognition and competitive advantage at the international education market (MoHE, 2011; Tham & Kam, 2008). Internationalization has brought the universities into a new stage of educational system characterized by complexity, interconnectedness, and diversity (Sidhu & Singh, 2009). Consequently, several national strategic agendas for



internationalization in Malaysian higher education have been implemented, including National Higher Education Strategic Plan (NHESP), National Key Economic Area (NKEA) of Education, Tenth Malaysia Plan (2011-2015), and New Economic Model (www.mohe.gov.my; The Economic Planning Unit, 2010; NEAC, 2009). For instance, NHESP was designed to transform higher education within the context of establishing Malaysia as an international hub of excellence for higher education. This transformation will become a foundation towards sustainability for the higher education system beyond 2020 (www.mohe.gov.my).

The internationalization of higher education is defined as a process of integrating the international and intercultural elements into teaching, research, and other service delivery activities in higher education (Knight, 2007). Researchers affirm that the implementation of internationalization in higher education involves international and intercultural elements, such as the international exchange of students, student mobility, cooperative programs with the community, global awareness, and community involvement (Delgado-Márquez, Hurtado-Torres, & Bondar, 2011; Knight, 2007, 1994; Radin, 2009; Tham & Kam, 2008). In 2011, Ministry of Malaysia Higher Education (MoHE) has developed the Internationalization Policy for Higher Education. The policy comprises six critical elements of internationalization, including student mobility, staff mobility, academic programs, research and development, governance and autonomy, social integration, and community engagement. However, the international student mobility is a crucial element of internationalization of higher education due to the growing numbers of global student mobility (Bhandari & Blumenthal, 2009; Clark & Sedgwick, 2005;

The international student is defined as an individual who leaves his/her country of origin and travels to another country to study (UNESCO, 2006). The international student mobility has been a rapidly growing phenomenon, with over 3.3 million students seeking education in the global market (MoHE, 2011). In the previous years, host countries, such as US, UK, and Australia have experienced a decline in international students' enrolments. Instead, the new players in Asian countries, including China, Singapore, and Malaysia have experienced a growing population of international students (Verbik & Lasanowski, 2007). The change in mobility patterns provides a great opportunity for Asian countries, especially Malaysia, to prosper in international education market.

The data derived from 2010 Malaysia Higher Education Statistics indicated that more than 80,000 international students are pursuing their education in Malaysia (MoHE, 2011). As illustrated in Table 1.1, the Ministry of Higher education had projected continuous increase in the international students' enrolment from 2009 to 2012. The Ministry of Higher Education also aims to accelerate the inflow of international students to 150,000 by 2015 and 200,000 by 2020, which would generate MYR 600 billion (MoHE, 2011). To date, Malaysia has 20 public-funded universities, 37 private universities and university colleges, and 460 private colleges. As a result, fierce competition between public and private universities for international students is increasing rapidly. In addition, the reduction of government funds is insufficient to cover increasing operational costs, forcing higher education institutions to seek other

sources of financing, particularly through the recruitment of international students

(Abdullah, 2006; Jain, Sinha, & Sahney, 2011; Munteanu *et al.*, 2010).

Table 1.1: Projected number of International Students at Malaysian Higher Education Institutions (2009-2020)

(Source: http://www.mohe.gov.my/web_statistik/)

Year	2009		2010		2011		2012		2015	2020
	Public	Private	Public	Private	Public	Private	Public	Private		
Projections	19895	54474	22741	61589	25587	68704	28433	75819		
Total	74369		84330		94291		104252		150000	200000

In the face of global competition for international students, higher education institutions have developed and implemented active strategic initiatives to recruit the international students (MoHE, 2011). However, various service tools and strategies developed still unable to capture the process and interactive nature of service system from the perspectives of the customers (Edvardsson, Gustafsson, & Roos, 2005). Recently, the concept of customer experience has become increasingly important as a generic strategic tool to attract and retain the customers with the company (Garg, Rahman, & Qureshi, 2014; Shaw, Dibeichi, & Walden, 2010). The scholars affirm that customer experience is a next competitive battleground and offers a much greater depth compared to the previous concept of customer-focused, such as service quality and satisfaction (Helkkula, 2011; Shaw & Iven, 2005; Thompson, 2006). Berry, Carbone and Haeckal (2002) stated that ‘offering products or services alone is not sufficient. Organizations must provide their customers with satisfactory experience’. However, the conceptualization of customer experience is ambiguous and elusive to be captured (Klaus *et al.*, 2013). The literature still lacks of integrative, profound, and structured knowledge on this topic. Therefore, further investigation to explain a more systematic view of customer experience is urgently needed.